



Supported Independence v1.5

Spring 2007

English Language Arts and Mathematics

High School

Grade 11

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION**STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

The *Grade 11 Supported Independence v1.5 English Language Arts and Mathematics Assessment* was administered for the first time in Spring 2007. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Spring 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Spring 2007 *Grade 11 Supported Independence v1.5 English Language Arts and Mathematics Assessment*. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

English Language Arts Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Accessing Information			5 (varies by strand)
Word Study	4	1	
Comprehension	5	2	
Expressing Ideas	6	1	
English Language Arts Item Subtotal	15	4	
English Language Arts Possible Points Subtotal*	60		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Numbers and Operations	4	1	5 (varies by strand)
Algebra	2	1	
Measurement	5	1	
Geometry	2	1	
Data Analysis	2		
Mathematics Item Subtotal	15	4	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	30	8	10
Total Possible Points	120		

*2 points/item Primary Assessment Administrator + 2 points/item Shadow Assessment Administrator = 4 points possible/item

Copyright© 2007, held by the State Administrative Board, State of Michigan. All rights reserved. Printed in U.S.A. **Permission is granted to schools, parents, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens in interpreting and using the MI-Access assessment results.**

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the Office of Educational Assessment and Accountability.

General Directions

- Prior to administration, review the assessment items. They are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific Michigan ELA and mathematics EGLCEs and EBs can be assessed.
- Review the item components. They include the actual activity that will be observed, the scoring focus, and the scoring rubric for the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA).
- While some items will occur naturally in the classroom, others may require more detailed planning in order to observe the specific scoring focus. Prepare to adjust the instructional environment as needed.
- Plan for appropriate materials and any individualized communication or technology devices the student may need, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration).
- To accurately and reliably apply the scoring rubric and yield valid pilot data, carefully review the "Scoring Rubric Flow Chart" included in the *Spring 2007 Participation and Supported Independence v1.5 Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.
- If possible, plan observation times when the item/activity may typically occur.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which **two** people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) must act as the PAA. SAAs can also be certified staff or school personnel (such as paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.
- The Shadow Assessment Administrator will need to tear or cut out the *MI-Access Shadow Assessment Administrator Scoring Documents* (one for English Language Arts items and one for Mathematics items), which are located at the end of the student's assessment booklet. This is where the SAA will record the score point or condition code for each item observed. Using a separate scoring document allows the SAA to independently score the student. Once all of the items have been administered, the score points or condition codes recorded by the SAA must be transferred to the correct numbered item in the booklet and to the student's machine scannable *Student Observation Sheet* (SOS).
- The Primary Assessment Administrator will record the score point or condition code for each item directly in the student's assessment booklet. Once all of the items have been administered, the score points or condition codes recorded by the PAA must be transferred to the student's machine scannable *Student Observation Sheet* (SOS).

Section 1

English Language Arts

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to participate in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will identify/read 4 common vocabulary words associated with a selected vocational/employment goal, such as working in a restaurant, day-care, or grocery store, during an instructional activity focusing on occupations.

SCORING FOCUS: Identifying common vocabulary associated with occupations

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

ACTIVITY: The student will use effective listening and viewing behaviors for at least 10 minutes by demonstrating actions, such as orientation to the speaker/presenter, staying seated, or not interrupting, during a school assembly or program.

SCORING FOCUS: Using effective listening and viewing behaviors

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R3

ACTIVITY: The student will identify an animal of interest and use language to collect 3 pieces of information about that animal, such as where it lives, what it eats, or its size, during a research/instructional activity.

SCORING FOCUS: Using language to communicate effectively for different purposes

SCORING RUBRIC (*Must have two people observing.*)

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R4

ACTIVITY: The student will promote self-advocacy by asking for assistance when a needed item is not available, such as his/her backpack, jacket, or assignment book, during the preparation time for dismissal.

SCORING FOCUS: Promoting self-advocacy

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Section 2

Mathematics

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to participate in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will correctly complete a series of 3 familiar range-of-motion exercises containing the same number of repetitions. For example, the assessment administrator could start the student on the first two range-of-motion exercises then direct the student to, "Complete a third exercise." The student is required to engage in an appropriate range-of-motion exercise *and* complete the correct number of repetitions.

SCORING FOCUS: Identifying the unknown component and quantity in an applied activity

SCORING RUBRIC (*Must have two people observing.*)

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

ACTIVITY: The student will correctly identify which of 3 tools, such as a scale, tape measure, and measuring cup, is the correct device to measure the volume of an ingredient necessary to complete a recipe during a familiar food preparation activity. For example, if the student is engaged in mixing batter for pancakes, he/she could be shown a measuring cup, scale, and tape measure and then asked, "Which one do we use for measuring how much water we need?"

SCORING FOCUS: Identifying which tool is used for different types of measurement

SCORING RUBRIC (*Must have two people observing.*)

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R3

ACTIVITY: The student will correctly indicate or demonstrate knowledge of the directional/positional terms **left** and **right** while completing a familiar dressing routine, such as putting on clothing to go outside for recess or home at the end of the day. For example, the student could be handed his/her coat and directed to, "Put your **left** arm in the coat first" and he/she inserts the left arm into the coat. Following that, the student could be given the directions to "Put your **right** arm into the coat."

SCORING FOCUS: Identifying the positions of objects in space using directional/positional terms

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R4

ACTIVITY: The student will correctly demonstrate knowledge of the term **greater than** while completing 2 familiar fitness exercises, such as bending, lifting, or jumping. For example, the student could complete 10 sit-ups then be asked to, "Do a number of arm raises that is **greater than** the number of sit-ups," and the student correctly completes more than 10.

SCORING FOCUS: Demonstrating an understanding of the term **greater than**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

The Shadow Assessment Administrator will need to tear or cut out the *MI-Access Shadow Assessment Administrator Scoring Documents* (one for English Language Arts items and one for Mathematics items), which are located on the following pages. This is where the SAA will record the score point or condition code for each item observed. Using a separate scoring document allows the SAA to independently score the student. Once all of the items have been administered, the score points or condition codes recorded by the SAA must be transferred to the correct numbered item in the booklet and to the student's machine scannable *Student Observation Sheet* (SOS).

Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student's assessment booklet and Student Observation Sheet (SOS). Please be careful that your scores from this sheet are transferred to the correct numbered item in the booklet and on the SOS.

English Language Arts**Item R1**

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R4

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions



Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student's assessment booklet and Student Observation Sheet (SOS). Please be careful that your scores from this sheet are transferred to the correct numbered item in the booklet and on the SOS.

Mathematics**Item R1**

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R4

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions



Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code and a brief description of what is measured.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

English Language Arts		
Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus
		Word Study
R1	R.WS.h.SI.EB07	Identifying common vocabulary associated with occupations
		Comprehension
R2	L.CN.h.SI.EB02	Using effective listening and viewing behaviors
R3	S.CN.h.SI.EB02	Using language to communicate effectively for different purposes
		Expressing Ideas
R4	S.DS.h.SI.EB01	Promoting self-advocacy
Mathematics		
Released Item Number	EGLCE Code	STRAND or Abbreviated Descriptor/Scoring Focus
		Algebra
R1	A.FO.h.SI.EB01	Identifying the unknown component and quantity in an applied activity
		Measurement
R2	M.UN.h.SI.EB06	Identifying which tool is used for different types of measurement
		Geometry
R3	G.GS.h.SI.EB02	Identifying the positions of objects in space using directional/positional terms
		Numbers and Operations
R4	N.ME.h.SI.EB01	Demonstrating understanding of the term greater than



Michigan Department of Education
Office of Educational Assessment and Accountability
Assessment for Students with Disabilities Program
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(517) 241-4416
www.mi.gov/mi-access